

Academic Performance of the Grade VIII Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries in Dipolog City Division South District

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ABSTRACT

This study aimed to assess the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries of the Grade VIII Students in Dipolog City Division South District. To find out the significant relationship between the factors affecting the academic performance and the academic performance and final grade in the previous grade level of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries. Employing documentary, descriptive-correlation method of research, frequency count, percentage, weighted mean, ANOVA and Pearson-r from 181 students of Grade VIII in Dipolog City South District Dipolog City. On the other hand, results revealed that students' academic performance was satisfactory in terms of the final grade in the previous grade level. A conclusive statement drawn based on the results of the research found no significant relationship between all factors affecting academic performance and the academic performance of (4Ps) beneficiaries.

KEYWORDS: *Pantawid Pamilyang Pilipino Program, academic performance, factors affecting academic performance, Department of Education, Dipolog City, Philippines*

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1. THE PROBLEM AND ITS SCOPE INTRODUCTION

The right to education has been hindered by poverty. Poverty has been one of the major issues and societal concerns in the country (dela Torre, 2016). As defined by Crossman (2014) poverty is a condition in which people lack the basic things in order to survive such as food, shelter, water, clothes and education. As observed, Pantawid Pamilyang Pilipino Program (4Ps) is a version of cash transfer program here in the Philippines under the Department of Social Welfare and Development, its aim is to eradicate extreme poverty in the Philippines by investing in health and education particularly to children from 0- 18 years old (Montilla, Delavin, Villanueva JR., & Turco, 2015). Thus, 4Ps has significant impact on students' education based on its beneficiary conditionality's, is able and motivated to attend classes because of adequate school supplies, satisfied meals, parasitic free stomach and supportive and active parents.

This study on academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries is important because this would help to assess the current conditions of students' academic performance in the public school particularly in

Dipolog City Division South District. As observed, continuous assessment is important for assisting teachers to understand the problems affecting the art of teaching, learning and evaluation (Ogar, 2007). In addition, assessment is very important to students' academic performance, teaching and learning process through assessment feedback could be provided to both students and teacher. Additionally, Students' academic performance is an important determinant of their educational success and progression (Ansang, Eisensmith, Okumu, A., & Chowa, 2019). Basically, a poor student's academic performance is lost not only to him/her but also to the entire society and spells disaster to the country's future. Hence, to study students' academic performance is substantial.

There are various studies on students' academic performance related to the different factors. A study of (Huettl, 2016) found that there was a significant relationship between demographic profile particularly poverty with student academic performance. Poverty is a societal problem that creates disparities in learning for students within the public school system. If the problem is societal, the solution

also needs to be societal. The larger fix cannot fall primarily on the schools, although the schools can help. Findings also show that there are parents said they have a monthly income of Php 500 to Php 5,000. Some the eligible households must be a resident of the poorest municipalities which is based on the 2003 Small Area Estimates (SAE) of the National Statistics Coordination Board (NSCB) includes those whose economic condition is equal to or below the provincial poverty threshold (Montilla, Delavin, Villanueva JR., & Turco, 2015).

Since there is no study conducted covering all the same variables stated above in the Dipolog City particularly in the public schools, this present study aimed to add evidence to a developing body of knowledge and develop a new research which consequently hopes to give a new direction towards enhancement of management in educational institutions.

Theoretical Framework

This research study was anchored on the following theories:

1. Walberg's Educational Productivity Theory as cited by (Rugutt & Chemosit, 2005) which states those academic performance and achievement postulates that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes such as cognitive, behavioral, and attitudinal. They further stated that the identified factors that influence educational outcomes as: student ability/prior achievement and performance, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school.

2. Social Reconstructionism by Brameld (2000) who believes that students are critical element in bringing about

social change. Children should be not be deprived with education. Education has been the foundation of all the skilled and professionals who contributes to the society. According to George Counts, the social issues of the 1930's involve racial discrimination, poverty, and unemployment which are similar to present issues. And this is where the government had initiated the conditional cash transfer to eradicate poverty and help children to have the right to education.

3. Vroom's Expectancy Motivation Theory in analyzing the effect of the program on the academic performance of the student-beneficiaries. The theory adopts the idea that a person's behavior results from conscious choices which are aimed towards maximizing pleasure and minimizing pain (Stecher & Rosse, 2007) (Gbollie & Keamu, 2017). Although performance is said to be primarily based on individual factors such as personality, skills, knowledge, experience, and abilities, effort, performance, and motivation are also linked to academic success (Gbollie & Keamu, 2017).

Conceptual Framework

To conceptualize this study, a schematic diagram is presented in figure 1. **First**, the independent variable which is the factors affecting performance categorized into home environment, study habits, learning skills and academic interaction with intervening variables below which is the demographic profile with indicators categorized into sex, combined monthly family income and head of the family occupation. **Second**, the dependent variable which is academic performance and **third**, the output which is the proposed policy.

An arrow, from the independent variable pointing to the dependent variable, denotes the influence of the academic performance to the 4P's beneficiaries.

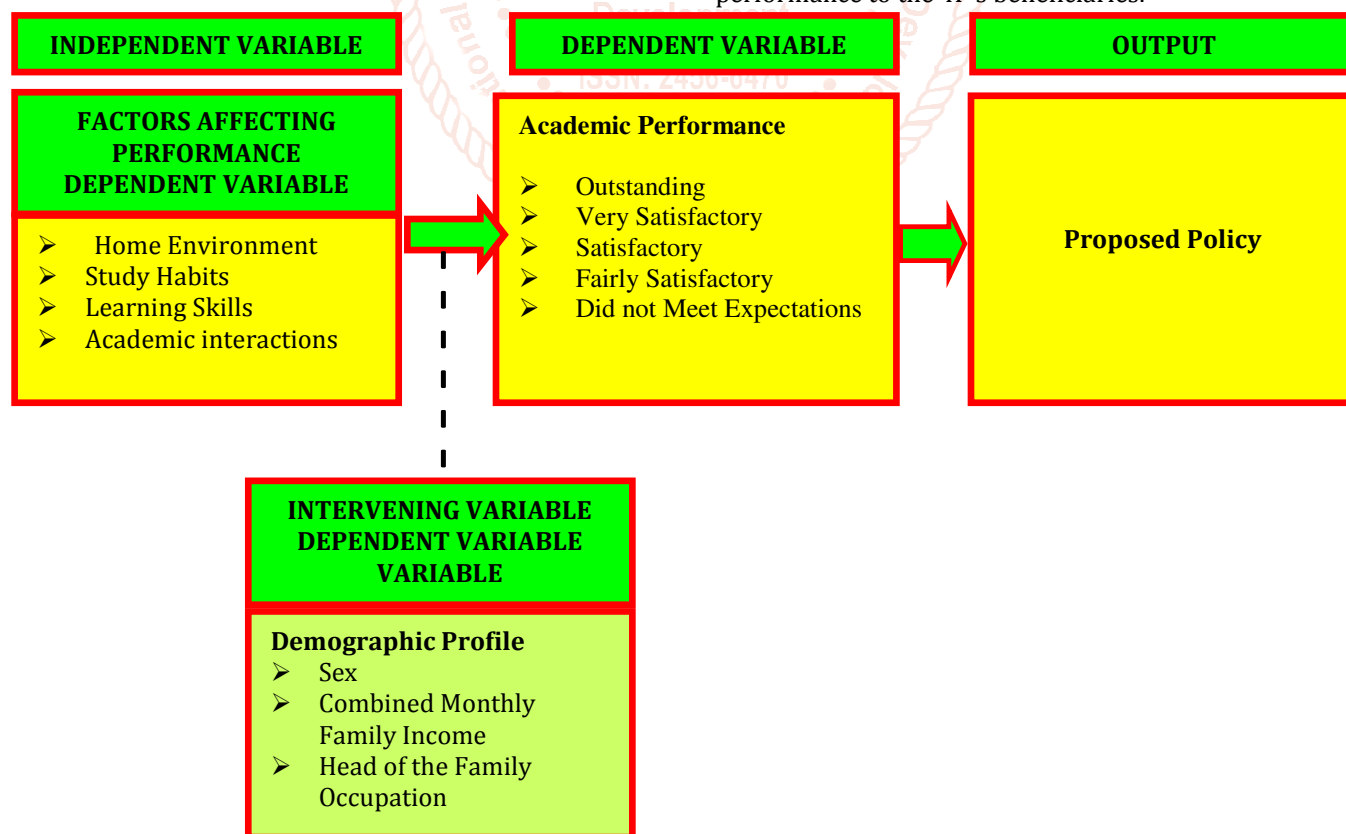


Figure 1 Schematic Diagram of the Study

Statement of the Problem

This study aimed to assess the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries of the Grade VIII Students in Dipolog City Division South District and to determine its relationship with academic performance.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. sex;
 - 1.2. combined monthly family income; and
 - 1.3. head of the family occupation?
2. What is the level of academic performance of the respondents in terms of final grade in the previous grade level?
3. What are the factors that affect the academic performance of the respondents in terms of:
 - 3.1. home environment;
 - 3.2. study habits;
 - 3.3. learning skills; and
 - 3.4. academic interactions?
4. Is there a significant difference in the level of academic performance of respondents when they are grouped in terms of:
 - 4.1. sex;
 - 4.2. combined monthly family income; and
 - 4.3. head of the family occupation?
5. Is there a significant relationship between the factors affecting the academic performance and the academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries?

Hypotheses

The hypotheses were tested at **0.05** level of significance.

Ho 1: There is no significant difference in the level of academic performance of respondents when they are grouped in terms of sex, combined monthly family income and head of the family occupation.

Ho 2: There is no significant relationship between the factors affecting the academic performance and academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries.

Significance of the Study

This study would be beneficial to the following sectors:

Department of Social Welfare and Development: Would have a great importance to the department since they are the ones monitoring the 4Ps program. The study would serve as the basis in the modification of the conditions in giving cash grants.

Department of Education: This would be the basis of constructing and implementing new and innovative teaching aids to help teachers fully supervise and assess the students to achieve their full potential, since children are financially supported in their studies by the government.

Teachers: This would help the teachers in constructing and developing new teaching strategies to help the students in their performance and be mindful that even if students are provided and supported by government, they still need equal guidance to perform well in school. The factors affecting the

performance of the students would also help the teacher as their basis in making daily lessons.

Parents: This would inform the parents that their guidance is a big impact on the performance of the students in school.

Students: This would help the students in understanding that coming to school daily may be a guarantee that they would also have good academic performance. And may the result give them the overview of how the government is supporting their studies and that they must do their part by studying well.

Scope and Limitation of the Study

This study assessed the academic performance of the Grade VIII students who are Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries enrolled in Dipolog City Division, South District particularly in Punta National High School, Alberto Q. Ubay Memorial Agro-Tech Science High School (AQUMATSHS), Pamansalan Eco-Tech High School and Cogon National High School this School Year 2019-2020. The respondents of this study were the one hundred eighty-one (181) Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries out of three hundred eighty-nine (389) total beneficiaries determined using the scientific determination of sample size by (Calmorin & Calmorin, 2000).

Definition of Terms

To facilitate the understanding of the terms used, the following are defined conceptually and operationally:

Academic Interactions. Refer to when learners study materials and get task-oriented feedback from the instructor (Moller, 1998); (Moore, 1993)

Academic Performance: It is the outcome of education; the extent to which a student, teacher or institution have achieved their educational goals. It is measured by the final grade earned in the course (Wikipedia, 2013)

Conditional Cash Transfer or CCT: A Strategy of the 4P's that transfers cash, generally to poor households, on the condition that those households make pre-specified investments in the human capital of their children. Health and nutrition conditions generally require periodic check-ups, growth monitoring, and vaccinations for children less than 5 years of age; prenatal care for mothers and attendance by mothers at periodic health information talks. Education conditions usually include school enrolment, attendance of at least 85 percent of school days, and occasionally some measure of performance (Fiszbein, 2009).

Home Environment: Refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally (Odunga, 2015).

Learning Skills: A term that describes the tasks involved in learning, including time management, note-taking, reading effectively, study skills, and writing tests (Royal Roads University, 2019),

Pantawid Pamilyang Pilipino Program (4Ps): This is a Program, implemented by the Department of Social Welfare and Development (DSWD). Pantawid Pamilyang Pilipino Program is a poverty reduction and social protection and development strategy of the national government that provides Conditional Cash Grants to poor households in order to improve their health, nutrition and education of children aged 0-18 y/o (Official Gazette of the Republic of the Philippines).

Pantawid Pamilyang Pilipino Program (4Ps)

Beneficiaries: This refers to poor households with pregnant women and/or with children 0-18 year old selected by the Department of Social Welfare and Development to be a part of the program through the National Household Targeting System for Poverty Reduction (NHTSPR).

Study Habits: Study habits typically denote the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (Credé & Kuncel, 2008).

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies.

Local Studies

In the Philippines, this social protection program is called Pantawid Pamilyang Pilipino Program (4Ps). In the study of (Malisay, 2013) as cited by (Garcines, 2017) it was indicated that this program has not yet reached the poorest of the poor in Mindanao. Besides, at present, there is still scarcity in studies which investigate the experiences of recipients/beneficiaries in Mindanao. Further, study confirmed by the testimonies of school teachers and their heads who admitted that before the implementation of 4Ps, they found the students of 4Ps recipients non-compliant with school requirements and sporadic in class participation. They even added that they found them engage their students in labour. However, after 4Ps implementation, they observed improvement on these students attendance and involvement in school undertaking.

Most of the problems and difficulties of Filipinos are rooted in poverty. Many families are left deprived of their basic needs and are therefore forced their children to stop going to school and help them instead in their livelihood. With this as main ground, the Philippine government initiated a program called the Pantawid Pamilyang Pilipino Program or 4Ps, both to address poverty and in response to the country's commitment to the Millennium Development Goals (MDGs) (dela Torre, 2016). He further stated that the program aims to provide cash assistance to the poor to alleviate their immediate needs (short term poverty alleviation) and to break the intergenerational transmission and cycle of poverty by investing heavily in human capital development (Department of Social Welfare and Development [DSWD], 2014). Beneficiaries of this program are expected to use the assistance especially for educational and health purposes.

Further, education plays a very important role in every Filipino, since it is believed that through education, one can achieve successful life. And education has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility (Philippine EFA 2015). A clear evidence of the value placed on education is the proportion of the national government budget going to the sector. According to the Article XIV, Sec. 5, paragraph 5 of the Philippine Constitution the Department of Education (DepEd), the country's biggest bureaucracy, is given the highest budget allocation among government agencies each year as required by the 1987 Philippine Constitution (Constitution, 1987).

Furthermore, the right of every Filipino to quality basic education is further emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001. Along with Republic Act 6655 or the Free Secondary Education Act and Senior High School, these laws reaffirm the policy of the

State to protect and promote the rights of all Filipinos by providing children free and compulsory education in the elementary and high school level. This pertains to six years of free tuition fees for children aged 6 to 11, and free four years of secondary schooling for those aged 12 to 15.

With this as the ground, the government initiated the so called Pantawid Pamilyang Pilipino Program or 4Ps in which one of the aims is to achieve universal Basic education. As stated in the Explanatory Note of Sen. Miriam Defensor Santiago on the Constitution, Article 2, Section 9, of Fifteenth Congress of the Republic of the Philippines, first Regular Session, Senate S. No. 92, The Pantawid Pamilyang Pilipino Program (4Ps) is more than a welfare program; it addresses structural inequities in society and promotes human capital development of the poor, thus, breaking the intergenerational cycle of poverty.

More, the conditions attached to the grants require parents to undergo trainings on responsible parenthood, have their children undergo health check-ups and ensure school attendance. The program ensures that there is sufficient resource for the health, nutrition and education of children aged 0-18-year-old. The program has strict compliance when it comes to the school attendance of the students who are beneficiaries because it is their basis in giving the cash transfer. It is therefore expected for the beneficiaries to attend school regularly or at least 85% of the total number of computed every month. There are studies that show how the 4Ps program affects the school attendance and the performance of the student. In addition, (Simmons, Musoba, & Choong, 2005) concluded that family income level, attending full time, receiving grant aid and completing advanced level classes in high school having statistically significant effects on academic students' performance.

Moreover, according to (Montilla, Delavin, Villanueva JR., & Turco, 2015) entitled "Pantawid Pamilyang Pilipino Program (4Ps) : Assistance to Pupils Education" in Diogenes R. Cabarles Elementary School and the finding was that 4Ps has significant impact on pupils' education based on its beneficiary conditionalities, is able and motivated to attend classes because of adequate school supplies, satisfied meals, parasitic free stomach and supportive and active parents.

Another study conducted by (dela Torre, 2016) revealed that 4Ps contributed greatly to the school's performance indicators. This study also raised the awareness of the school personnel and the recipients of the program's strengths, weaknesses, opportunities and threats. Furthermore, the study concludes that 4Ps certainly helped its recipients and the school with 4Ps enrollees. It is therefore recommended that the program be continued but improved to ensure the attainment of its objectives.

As cited by (Reyes, Tabuga, Mina, & Asis, 2015) in the long-run, the 4Ps' goal is to achieve improvements in human capital. The 4Ps is seen to have great potential in increasing educational attainment and improving nutrition and health outcomes based on the experience of other countries who have implemented the CCT. One of the problems in the educational system that the 4Ps is expected to impact is increasing dropout rates. The CCT programs in other countries have been successful in achieving higher enrolment rates.

And this program does not only achieve higher enrolment and attendance but also produces students who have good

academic performance. A study was conducted by (Agbon, Nolasco, Aguilar, Abellanos, & Ligaton, 2013) in Cebu City, and according to one of the respondents, "Every year in Tejero, we have a recognition day for children who are beneficiaries of the 4Ps. In the past, they have not been part of the honors' list because they did not have the resources to buy materials for their experiments and other school requirements. From just being part of the regular class, they are now in the science class. We have the recognition day to remind everyone that these children are beneficiaries of the 4Ps."

Moreover, learner's academic performance is determined by some factors. According (Garcines, 2017) there were a number of students in the classroom who got low in some of their academic performance. He further stated that one of the factors why some students got low was their failure to comply with their projects and other assignments. Students were unable to submit their requirements because their family could hardly afford to buy materials. Parents were not enough to sustain the food needs of their family. Indeed, the state of life the students had before the implementation of 4Ps was disgraceful. In consequence, their academic performance was tremendously hampered.

Given all these legal bases and study about how cash transfer or the Pantawid Pamilyang Pilipino Program affects the school attendance, enrolment and educational attainment of the beneficiaries, these study would like to know whether the program has also improved the academic performance of the student beneficiaries.

According to the study of (Reyes, Tabuga, Mina, & Asis, 2015) described the Pantawid Pamilyang Pilipino Program (4Ps) as a conditional cash transfer (CCT) program that transfers cash to beneficiary families if they follow the its conditionality's. Just like other CCT programs, the Pantawid Pamilyang Pilipino Program aims in reducing and alleviating existing poverty by supplementing the income of the poor to address their current consumption poverty, especially in the education and health of their family members while making them follow certain conditionality's that can boost their human development investment and ensure its compliance so that they can have more opportunities in breaking the intergenerational cycle of poverty in the long run (Olfindo & Fernandez, 2011).

The country can learn from the experience of other countries in designing the 4Ps. The basic design of Mexico's Oportunidades, Brazil's Bolsa Familia, and Colombia's Familias en Acción in terms of the education component. These programs have several salient features to consider: (1) they targeted children up to 17 years old or those in senior year; (2) they provided the differentiated amount of subsidy, with older children getting more than the younger ones; and (3) gender disparity was taken into account, particularly by the Oportunidades, wherein the program provided more incentive for girls who had lower tendencies to go to school than boys. The special attention provided by these programs to older children, at least in terms of subsidy amount, draws from the fact that there is a greater opportunity cost for older children to go to school.

Furthermore, the Pantawid Pamilyang Pilipino Program targets the poorest households in the poorest areas of the country. Households must meet stages of criteria at the time of registration to become eligible for the cash grants. First, must be residents of poor areas targeted by the program.

Second, must be truly being poor. Third, there must be a pregnant woman or at least have one child aged 0-18 years in the household. Four, must be dedicated in complying with the programs conditionalities (Olfindo & Fernandez, 2011)

In addition, (Velarde & Fernandez, 2011) also added that impact of Pantawid Pamilyang Pilipino Program in improving the educational and health outcomes can aid and support beneficiaries in attaining a better and quality living in the future. Like the lessons learned from other CCT programs, 4Ps is also intended to fill gaps in the educational and health outcomes amongst children, aside from providing them with immediate poverty relief. The Pantawid Pamilyang Pilipino Program, like other Conditional Cash Transfers, employed for varied but interrelated purposes today, has proven to have impact in education, either directly, by means of the educational and health grants of the program, or indirectly, by uplifting the total human condition of its recipients.

Additionally, the quality of education and schooling would have to be enhanced when governing any cash transfer programs aimed at a continual reduction of poverty (Son & Florentino, 2008). The conditionality on the pupils' attendance is the most visible and most felt benefit derived from the implementation of the Pantawid Pamilyang Pilipino Program (4Ps). According to teachers, there were lesser absences of pupils because parents encouraged their pupils to be always in school or else they might not meet the attendance threshold per month. It has also been noted that because parents were more informed and more careful in the health condition of their children, lesser pupils became sick leading them to be absent from their classes. Also, pupils' academic performance was noted to have improved because of their attendance in their classes (dela Torre, 2016).

Foreign Studies

Aside from this, Latin American CCT programs have other design features worth considering. For instance, pilot programs of several variations of the CCT program have been successful in Bogota, Colombia, where the approach of postponing a lump-sum payment to ensure enrollment in a higher level did not affect attendance rates. In addition to the standard CCT program, they implemented a savings CCT and graduation CCT. Mexico also provided incentive for those who finish high school before the age of 22. This targeting not only of young but also of older children has a bearing on program impact—and that is, the program will likely lead to greater point percentages in school participation of children in the older age range. True enough, studies show that CCT programs have greater impact on older than on younger children. A study on the case of Colombia shows that the CCT program increased school participation of children 14–17 years old quite substantially—by 5 to 7 percentage points. On the other hand, the program had lower effect on the enrollment rate of younger children—only by about 1 to 3 percentage points

In the case of Brazil, a study showed greater impact on the enrollment of older children (i.e., those in Grades 5 to 8) than of younger children (i.e., Grades 1 to 4) (Glewwe & Kassouf, 2010). In Mexico, an International Food Policy Research Institute (IFPRI) study showed that the largest impacts were reported on children going to secondary school. An increase of over 20 percent in enrollment of girls and 10 percent for boys was observed. An important element of these CCT

programs is their targeting design. These programs target the extremely poor (Table 2). The Bolsa Familia of Brazil targets extremely poor households (i.e., those earning less than BRL 60 or USD 34 per capita monthly) regardless of the household composition; there is no conditionality required for childless, extremely poor households.

This is in addition to the conditional monthly transfer that the program provides to poor families (i.e., those earning less than BRL 120 or USD 68 per capita) with children aged 0–17 and/or a pregnant woman with up to a maximum of three children (Soares, Ribas, & Osorio, 2010). The Oportunidades (formerly known as Progresa) started in rural communities, targeting extremely poor households. It later expanded to cover the extremely poor in urban areas. Colombia also targeted extremely poor households in selected communities. The duration of the programs vary (Table 3). In Mexico, there is a recertification every three years. If the beneficiary remains eligible, they continue with the program for four (for urban areas) or six (rural or semirural) more years. After this period, they are transferred to the Differentiated Support Scheme for three years, subject to compliance with program conditionalities. In Brazil, the recertification is carried out every two years. As long as the beneficiaries meet the eligibility criteria, they are entitled to the grants provided by the Bolsa Familia.

Further, Protecting and helping the poor and vulnerable is one of the social protection programs which government is bound to establish and sustain (Jensen, 2009). Social protection is commonly understood as “all public and private initiatives that provide income or consumption transfers to the poor, protect the vulnerable against livelihood risks and enhance the social status and rights of the marginalised; with the overall objective of reducing the economic and social vulnerability of poor, vulnerable and marginalised groups (Devereux & Sabates-Wheeler, 2004).

Demographic characteristics including age and gender and their contributory effect on students' academic performance have been studied widely (Rabgay, 2015). On other hand, (Okoh, 2010) examined the influence of age and gender on academic performance of high school students and found that gender and age were not significant correlated of academic performance. However, there are studies that report of a strong statistical correlation between age and gender and academic performance (Al-Mutairi, 2011). From these contrasting findings it may be concluded that the relationships between demographic features of students (such as gender and age) and their academic achievement appear to be inconsistent in different empirical studies (Rabgay, 2015). In addition, (Martinez & Guevara, 2017) stated that majority of the children of Pantawid Program were female while the minority were male.

Socio-economic status is one of the major factors studied while predicting academic performance and most commonly determined by combining parents' educational level, occupational status and income level (Rabgay, 2015). He further stated that parent's education as an important predictor of students' academic performance. On other hand, (Yip, 2013) found that there were clear differences in the learning and study strategies used by high school students with high academic performance, compared to those with low academic performance.

In addition, Socio-Economic Status (SES) and education of parents have a significant role in the overall academic

performance of the students (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). Additionally (Montilla, Delavin, Villanueva JR., & Turco, 2015) stated that occupation of the beneficiaries of Pantawid Familyang Pilipino Program 68% of the occupation of parents is housekeeper/housewife and they are unemployed and 1% of them are fish vendor, student and carpenter and the remaining percentage belongs to the farmers.

Moreover, monthly income of the couple of the member of pantawid program revealed that that majority of the parents respondents has an income of four thousand four hundred one pesos (P 4,401.00) to seven thousand eight hundred one pesos (P 7,801.00) while the minority of the respondents has an income of eleven thousand two hundred three pesos (P 11,203.00) to fourteen thousand six hundred three pesos (P14, 603.00) (Martinez & Guevara, 2017). In addition, the income of the 4P's parents revealed from 1-500 of 52% of respondents. Findings revealed that they have a low income and it's only enough for their foods. However, findings also show that there are parents said they have a monthly income of Php 500 to Php 5,000 (Memo, Muhammad, & Muhammad, 2010).

Family occupation status have impact on students' educational performance at secondary schools level (Memo, Muhammad, & Muhammad, 2010). They found that there was significance relationship between family occupation and students' academic performance in matriculation examination. Students whose fathers have better occupation performed well in matriculation examination than those students whose fathers have a less prestigious occupation. Fathers with the high occupation are in a better condition to assist and encourage their children toward educational attainment. In addition, (Usaini & Abubakar, 2015) stated that there is significant relationship between family occupation and academic performance. Based on the findings they reject the null hypothesis and conclude that family occupation has a great influence on students' academic performance.

In addition, (Michael, 2013) in his study using LASSI (Learning And Study Strategy Inventory) to examine the relationship between academic performance of 260 high school students and their respective learning and study strategies, found that there were clear differences in the learning and study strategies used by high school students with high academic performance than those with low academic performance. Students' learning and study strategy has consistently been an important predictor of students' academic performance. The relationship between students' learning and study strategies and their academic performance.

Many researchers have introduced and studied various leadership that concentrate on how to motivate students and embody academic performance. There had been much literature accumulated in the academic public and private school which explored the concept of academic performance in the context of secular institutions. Academic performance reported that performance is affected by different factors such as learning abilities, gender and race (Hanson, 2000). On other hand, (Mckenzie & Schweitzer, 2001) conducted that a prospective studies to explore the psychosocial, cognitive, and demographic predictors of academic performance of first year students. Results demonstrate that

previous academic performance was identified most significant predictors of school performance.

In addition, that attitude towards attendance in classes, time allocation for studies, parents' level of income, mother's age and mother's education were main factors that affect academic performance of students (Shahzadi & Ahmad, (2011). Additionally, academic performance can be estimated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment (Shahzadi & Ahmad, 2011). Further stated initiatives in academic activities like (Presentation, Quiz and Assignments) and up-to date their self with academic matters (Course objectives, Course outlines, Week plan), then they can enhance their academic Performance.

Academic performance is important across all levels of education in Bhutan. It is an important criterion for promotion of students from one grade to another. Secondary level education is the most crucial stage in the life of students as they make an important transition to tertiary education. Academic performance determines how successfully students make this transition (Kimani, Kara, & Njagi, 2013). On other hand, students who do well in their secondary education are able to secure admission to good colleges and universities. Academic performance also decides students' job placement. Students who have high academic scores in their tertiary education have more opportunities to choose their future jobs and get paid a higher salary. While high academic performance has numerous positive impacts, poor academic performance could have unfortunate consequences for students, teachers and society at large (Rabgay, 2015).

More, (Kimani, Kara, & Njagi, 2013) poor academic performance at secondary school undermines students' chances of joining institutions of higher learning and jeopardizes opportunities for job placement, and in most cases reduces an individual's active participation in national development. On other hand, it is a problem that is inimical to the well-being of a society as it impedes the smooth actualization of the purpose of education, which is to mentally prepare an individual for service to self and to the society (Adeyemi, 2014). Further, (Liem, 2001) claim that students who have poor academic records would find it difficult to cope in a competitive society.

Moreover, data reveals that on the level of progress and academic performance of children of 4P's beneficiaries, 5 or 6% did not meet expectations with the average grades of 74 and below for SY 2016-2017, while 3 or 5% for SY 2017-2018. 21 or 24% got fairly satisfactory with the average grades of 74-79 for SY 2016-2017 while 24 or 38% for SY 2017-2018. 29 or 33% got satisfactory with the average grades of 80-84 for SY 2016-2017, while 24 or 38% for SY 2017-2018. 23 or 26% got very satisfactory with the average grades of 85-89 for SY 2016-2017 while 9 or 14% for SY 2017-2018. 9 or 10% got outstanding with the average grades of 90-100 for SY 2016-2017, while 4 or 6% for SY 2017-2018 (Sasaki, Diaz, & Brazal, 2018).

Besides that, the learning environment is also crucial for students' academic performance (Che Ahmad, Shaharim, & Abdullah, 2017). They further stated that the level of teacher-student interaction, the suitability of learning environment, the student learning commitment and the biology learning comfort were positive. There was also a

relationship between student teachers interaction, the suitability of the learning environment and learning commitment with the learning comfort and improve academic performance. Further analysis also showed that the two main factors that contributed to the learning comfort and academic performance were learning commitment and the learning environment.

In addition, (Ebele & Olofu, 2017) found out that there is a significant relationship between study habits and students' academic performance. On other hand, (Rezaie, Seyed, Reza, Chehrzad, & Kazem, 2017) investigated the relationship between the Study habits and the Academic performance of Medical Sciences Students found out the significant relationship between the study habits of students and their academic performance. Similarly, (Siahi & Maiyo, 2015) studied study habits and academic achievement of students also found out that a positive relationship between study habits and academic performance. The results implied that the study habits need a significant attention if we are to improve performance. Furthermore, (Chilca, 2017) studied on the study habits and academic performance among university students in Peru concluded that study habits do influence academic performance.

Generally, the respondents have a moderate level of study habits as evidence of the computed grand mean of 3.14. This implies that the students have not yet developed high positive attitudes towards the set of skills which will prepare themselves better for their academics. Hence, the need to further improve the study habits of students will help them become better learners. Mark & Howard (2009) highlight that poor study habits are the most common challenge for students. Furthermore, academic performance will be highly affected by the student's study habits and ability to plan, keep to a study time table, regulate engagements in extracurricular activities, select when to read and maintain consistency in his/her study pattern. (Atsuwe & Moses, 2017)

Learning Skills Student behavior and learning are the important factors in student's academic success and retention (Shahzadi & Ahmad, (2011). On other hand, (Soares, Guisande, Almeida, & Paramo, 2009) stated that if we aim to increase student's academic success in higher education institutions, we must focus on interventions directed towards learning strategies, a fact which suggests the need to develop programs. In addition, as cited by (Shahzadi & Ahmad, (2011) that increased time spent on learning activities yields increased learning, provided that the teacher was competent and that the learning activities were effectively designed and implemented. Another theory that guided us was concept mapping. Concept mapping is a method in which the learner links new knowledge to a framework of relevant concepts that the learner already knows.

Likewise, knowledge of the learning skills can provide implications to curriculum design allowing teachers to implement a learner-centered curriculum model in the classroom (Magulod, 2018). On other hand, (Dalmolin, Mackeivicz, Pochapski, Pilatti, & Santos, 2018) suggest that determining the learning skills of students will ultimately improve their educational experience. Previous exiting literature confirms that learning skill predict students' academic performance. In addition, (Jiraporncharoen, Angkurawaranon, Chockjamsai, Deesomchok, &

Euathrongchit, 2015) studied learning skills and academic performance of undergraduate students in Thailand found out a positive association between the two. Additionally, (Barman, Aziz, & Yusoff, 2014) also studied the learning skill awareness and academic performance of students concluded that students' awareness of their strengths such as learning skill and how to utilize their strengths may improve their academic performance.

This finding of the study validates (Vaishnav, 2013) stating that there is a positive association between learning skills and academic performance. In like manner, (Abidin, Rezaee, Abdullah, & Singh, 2011) observed the significant relationship between overall academic achievement and learning skill. In addition, study revealed that most of the students have assessed themselves to have a moderate level of all the study habits and skills identified (Magulod, 2018). On other hand, (Adeninyi, 2011) states that having a good study habits will develop students to have a higher level of aspiration to pursue a career. In addition, (Fielden, 2004) also confirms that good study habits facilitate students to have higher skill outcomes. In consonance, (Jones, 2005) suggest that educators need to be informed on what level the students attain independent learning skills and habits.

Furthermore, the strongest path is the home environment which affects the learning skills and ultimately learning skills lead to affect the academic performance. They further stated that students can achieve high academic performance by focus on learning skills and shows that academic performance depends on learning skills (Shahzadi & Ahmad, (2011).

Academic Interaction activities like advising could increase students' involvement in their school experiences. Public and private schools could use strategic planning to design advising programs based on relationships of shared responsibility and focused on students' success (Shahzadi & Ahmad, (2011). Further stated positive outcomes of high school and on the diverse needs of students making up today's student population on junior high school suggests that a new look at advising is needed. Findings link academic advising directly and indirectly to contact between faculty and students and persistence in high school. Furthermore, classroom behavior and academic interactions which in turn affect academic performance (Farrington, Roderick, Allensworth, Nagaoka, Keyes, & Johnson, 2012).

Likewise, the interactions with peer groups are helpful for quality performance in secondary education as friends having similar future plans get inspired by each other and perform better (Yousuf, Imran, Sarwar, & Ranjha, 2011). On other hand, Student's academic performance may be influenced by their faculty's attributes as they interact closely with their lecturers in their day-to-day interactions (Arora & Singh, 2019). In addition, Rahimpour and Magsoudpour (2011) studied teacher-students interactions in task-based vs. form-focused instruction and found that students are motivated towards completion of a task when it is different and stimulating. In their study, Schwerdt and Wuppermann (2008) stated that the students' achievement is influenced by effective teaching practices. Moreover, Lee and Rha (2009) concluded that the interactions and discussions of students with lecturer and the fellow students are important for the effective learning.

In the same manner, Rahimpour and Magsoudpour (2011) interactions between teachers and students and also

interactions among students will facilitate language development and will lead to better language learning. Added to this, study of Hall & Walsh as cited by (Eisenring & Margana, 2019) state that in language classrooms, interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. They add that through their interactions with each other, teachers and students construct a common body of knowledge. Besides that, they also serve mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms.

Moreover, (Yanfen & Yuqin, 2010) state that the success of teaching depends to a large extent on the way teacher talk and interactions that occur between teachers and students. It means that the teachers should control the quantity of their talk in the classroom. They should balance the interaction with the students as good as possible, in other words, they should influence the classroom with student-centered approach. In addition, Shahzadi and Ahmad, (2011) which stated that academic performance depends on academic interaction and academic interaction depends on study habits and home environment. They further stated that academic performance can be estimated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment.

Further, Teacher-student interaction is essential to establish good relationship between teacher and student (Che Ahmad, Shaharim, & Abdullah, 2017). However, Den Brok, Fisher, and Scott, (2005); and (Dhindsa, 2006) argued that teachers dominated the interactions in the classroom. According to Kamaruddin (2007) a total of 60.7% of students said that teachers rarely treat students friendly and the mastery of interpersonal skills and communication practices between teachers and students was unsatisfactory. In addition, Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning and academic performance. In fact, effective teachers can assess changes in students' behaviour and understand the needs of students in the classroom (Che Ahmad, Shaharim, & Abdullah, 2017).

3. RESEARCH METHODOLOGY

Research Method

This study used the documentary and descriptive-correlation method of research. Documentary method as used for the academic performance of the Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries and descriptive-correlation was used to determine the relationship between factors affecting the academic performance and the academic performance of the respondents.

The data gathered included the profile of respondents (sex, combined monthly family income and head of the family occupation), level of academic performance of respondents, and the factors affecting the academic performance.

Statistical Treatment of the data

Frequency count, percentage, and cumulative frequency percent were used to find the profile of the respondents in terms of sex, combined monthly family income and head of the family occupation.

Percent was calculated by getting the frequency of each category divided by the total number of respondents.

Formula:

$$\text{Percent} = \frac{\text{Frequency of each category}}{\text{Total Respondents}}$$

Weighted mean was used to answer Problem No. 2. Computation was performed by getting the product of the weight of the scale and the frequency of each scale divided by the total respondents using the formula:

$$\text{Weighted Mean} = \frac{\sum WX}{N}$$

Where: \sum = Summation

X = Frequency of each scale

W = Weight of each scale

N = Total Number of Respondents

Weighted mean for the academic performance indicators were given qualitative description within the established limit as follows:

Weight	Level of Performance	Range of Values	Description
5	90-100	4.21 – 5.00	Outstanding
4	85 – 89	3.41 – 4.20	Very Satisfactory
3	80 – 84	2.61 – 3.40	Satisfactory
2	75 – 79	1.81 – 2.60	Fairly Satisfactory
1	Below 75	1.00 – 1.80	Did not meet Expectations

Weight	Range of Values	Description
5	4.21 – 5.00	Outstanding
4	3.41 – 4.20	Very Satisfactory
3	2.61 – 3.40	Satisfactory
2	1.81 – 2.60	Fairly Satisfactory
1	1.00 – 1.80	Did not meet Expectations

Analysis of Variance (ANOVA) for the problem number four was used to test the significant difference in the academic performance of the respondents when they are grouped in terms of profile. The formula is presented below:

$$F = \frac{MS_B}{MS_W}$$

Where:

F = f-value

$$MS_B = \frac{SS_B}{k-1} \text{ and } MS_W = \frac{SS_W}{N-k}$$

SS_B = sum of squares between groups

SS_W = sum of squares within group

K = number of groups

N = n₁ + n₂ + ... + n_k = sum of sample sizes for groups

To test the significant relationship between the factors affecting academic performance and academic performance, t-test between means was used. The formula is presented below:

Table 3 shows the profile of respondents in terms of combined monthly family income. As shown in the table, 55 or 30.39 percent of the respondents are within the 1.00 to 1,000 income bracket, 38 or 20.99 percent are within 2,001 to 3,000 income

$$X_N = \frac{\sum fw}{N}$$

Where:

X_n = Weighted Mean

F = Frequency

W = Weight

N = Number of respondents

T-test: This was used to test the differences on the Factors Affecting Academic Performance when analysed as to their sex. The formula below is used:

$$= \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where:

X₁ = Mean of the first group

X₂ = Mean of the second group

SD₁ = standard deviation of the first group

SD₂ = standard deviation of the second group

N₁ = number of cases in the first group

N₂ = number of cases in the second group

The data that were collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 17.0), Statistical Minitab (Version 12 and 13), Simplified Statistics for Beginners Software, and Microsoft Excel Data Analysis Tool Pak. Statistical test was performed at 0.05 level of significance.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data in tabular forms, analyzes and interprets the results. The presentation, analysis and interpretation of the data were arranged in accordance with the order of the problems presented in the first chapter.

Problem 1. What is the profile of the respondents in terms of sex, combined monthly family income, and head of the family occupation?

Table 2 Profile of Respondents in terms of Sex

Sex	Frequency	Percent
Male	95	52.49
Female	86	48.51
Total	181	100.00

Table 2 presents the profile of respondents in terms of sex. It shows that 95 or 52.49 percent are male while 86 or 48.51 percent are female. This finding implies that majority of the respondents are males.

Table 3 Profile of Respondents in terms of Combined Monthly Family Income

Combined Monthly Family Income	Frequency	Percent
1.00-1,000	55	30.39
1,001 to 2,000	34	18.78
2,001 to 3,000	38	20.99
3,001 to 4,000	26	14.36
4,001 to 5,000	15	8.29
5,001 and above	13	7.18
Total	181	100.00

bracket and only 13 or 7.18 percent are within 5,001 and above income bracket. The income of the parents revealed from 1-500 of 52% of respondents. Further, this data is also opposite of the findings of (Montilla, Delavin, Villanueva JR., & Turco, 2015) that the income of the 4P's parents revealed from 1-500 of 52% of respondents. They have a low income and it's only enough for their foods. However, findings also show that there are parents who said they have a monthly income of Php 500 to Php 5,000.

Table 4 Profile of Respondents in terms of Head of the Family Occupation

Head of the Family Occupation	Frequency	Percent
House Husbands	8	4.42
House Wife	34	18.78
Farmer	57	31.49
Fish/Street Vendor	23	12.71
Carpenter	16	8.84
Driver	10	5.52
Others	33	18.23
Total	181	100.00

Table 4 reveals the profile of the respondents in terms of head of the family occupation. The data revealed that 57 or 31.49 percent of respondents' head of the family are farmers, 33 or 18.23 percent are under others or not specified, 8 or 4.42 percent are house husbands.

Problem 2. What is the level of academic performance of the respondents in terms of final grade in the previous grade level?

Table 5 Students' Level of Academic Performance in terms of Final Grade in the Previous Grade Level

Weight	Range of Grades	Frequency	Percent	Descriptor	Overall Mean	Remarks
5	90 – 100	8	4.42	Outstanding	2.96	Satisfactory
4	85 – 89	45	24.86	Very Satisfactory		
3	80 – 84	60	33.15	Satisfactory		
2	75 – 79	68	37.57	Fairly Satisfactory		
1	Below 75	0	0.00	Did not meet Expectations		

Table 5 presents the level of students' academic performance in terms of final grade in the previous grade level. Grades ranging 90 to 100 are outstanding, 85 to 89 very satisfactory, 80 to 84 satisfactory, 75 to 79 fairly satisfactory, and below 75 did not meet expectations (DepEd Order no. 8, s. 2015).

As shown in the table, 8 or 4.42 percent of the respondents got outstanding grades, 45 or 24.86 percent were very satisfactory, 60 or 33.15 percent were satisfactory, 68 or 37.57 percent were fairly satisfactory, and there were no respondents got grades below 75. The overall mean of the respondent's level of academic performance was 2.96 and described as *satisfactory*. This finding manifested that the performance level of the respondents in terms of final grade in the previous grade level was *satisfactory*. The result is supported by the findings of Sasaki, Diaz, & Brazal (2018) that level of academic performance of 4P's students got satisfactory with the average grades of 80-84 for SY 2016-2017.

Problem 3. What are the factors that affect the academic performance of the respondents in terms of home environment, study habits, learning skills, and academic interactions?

Table 6 Factors Affecting the Respondents Academic Performance in terms of Home Environment

Factors on Home Environment	Mean	Description
1. Support by Home	4.21	Strongly Agree
2. Facilities by Family	3.86	Agree
3. Encouragement by Family	4.34	Strongly Agree
Overall Mean	4.13	Agree

Table 6 presents the factors that affect the academic performance of the respondents in terms of home environment. As presented in the table, the respondents strongly agreed "Support by Home" and "Encouragement by Family" with the weighted means of 4.21 and 4.34 respectively. While "Facilities by Family" obtained a weighted mean of 3.86 and described as agree. The overall mean is 4.13 and is described as agree. This finding implies that the respondents agreed that home environment really affects their academic performance. Further, home environment is oftentimes manifested among Grade VIII students' recipients. The result of the study is in consonance with the findings of Ajila and Olutola (2007) which stated that home environment affects the individual academic performance since the parents are the first socializing agents in an individual's life.

Table 7 Factors Affecting Respondents Academic Performance in terms of Study Habits

Factors on Study Habits	Mean	Description
1. Time management for getting a good grade	4.24	Strongly Agree
2. Schedule Proper time for study	3.93	Agree
3. Avoid interference in planned schedule of study	3.71	Agree
4. Fully concentrated during study	4.05	Agree
5. Proper revision of notes	4.12	Agree
Overall Mean	4.01	Agree

Another factor considered in this study is on study habits. As shown in table 7, the respondents strongly agreed on “Time management for getting a good grade” with a weighted mean of 4.24. Schedule proper time for study, avoid interference in planned schedule of study, fully concentrated during study, and proper revision of notes obtained weighted means between 3.41 to 4.20 and described as agree. The overall mean is 4.01 and is described as agree. This finding implies that the respondents agreed that study habits really affect their academic performance. Further, study habits are oftentimes manifested among Grade VIII student-recipients. The results of the finding is in conformity with the study of Atsuwe and Moses (2017) which stated that academic performance will be highly affected by the student’s study habits and ability to plan, keep to a study time table, regulate engagements in extracurricular activities, select when to read and maintain consistency in his/her study pattern.

Table 8 Factors Affecting Respondents Academic Performance in terms of Learning Skills

Factors on Learning Skills	Mean	Description
1. Critical attitude towards new concepts	3.99	Agree
2. Presentation skills	4.12	Agree
3. Influence of presentation skills on academic performance	3.98	Agree
4. Reading of material on course content	4.09	Agree
5. Express concept through Writing	4.07	Agree
6. Confidence as Junior High School student	4.44	Strongly Agree
Overall Mean	4.12	Agree

Table 8 reveals the factors affecting the students’ academic performance in terms of learning skills. As revealed in the table, the respondents strongly agreed on “confidence as Junior High School student” with a weighted mean of 4.44. While other items obtained weighted means between 3.99 to 4.12 and described as agree.

The overall mean is 4.12 and still described as agree. This finding implies that the respondents agreed that learning skills really affects their academic performance. Further, learning skills are oftentimes manifested among Grade VIII students-recipients. The results of study is parallel to findings of (Shahzadi, and Ahmad, 2014) that learning skills lead to affect the academic performance and academic performance depends on learning skills.

Table 9 Factors Affecting Respondents Academic Performance in terms of Academic Interaction.

Factors on Academic Interaction	Mean	Description
1. Influence of Interpersonal relationship on academic growth	4.09	Agree
2. Effect of academic interaction with Students	3.98	Agree
3. Opportunities to meet faculty members	3.97	Agree
4. Interaction with teachers outside the classroom	3.85	Agree
Overall Mean	3.97	Agree

The last factor considered in this study is on academic interaction. As shown in table9 the respondents agreed to all factors under academic interaction with weighted means between 3.99 to 4.12 and described as agree.

This finding implies that the respondents agreed that academic interaction really affects their academic performance. Further, academic interaction is oftentimes manifested among grade VIII students-recipients. The finding is supported on the pronouncement of Farrington, et al., (2012) which stated that classroom behaviour and academic interactions which in turn affect academic performance.

Table 10 Summary of Factors Affecting Respondents Academic Performance

Factors Affecting Academic Performance	Mean	Description
A. Home Environment	4.13	Agree
B. Study Habits	4.01	Agree
C. Learning Skills	4.12	Agree
D. Academic Interaction	3.97	Agree
Overall Mean	4.06	Agree

Table 10 depicts the summary of factors affecting students’ academic performance. As depicted in the table, the respondents agreed that home environment, study habits, learning skills, and academic interactions are the factors that affect their academic performance with weighted means between 3.97 to 4.13 and described as agree. The overall mean is 4.06 and still described as agree. This finding implies that the respondents agreed that home environment, study habits, learning skills, and academic interaction really affects their academic performance. Further, home environment, study habits, learning skills, and academic interaction are oftentimes manifested among grade VIII student-recipients. The results of the study is supported by the findings of Shahzadi, and Ahmad, 2014) which indicated that academic performance depends on academic interaction and academic interaction depends on study habits, home environment and learning skills and also by its academic interaction, study habits, and home environment.

Problem 4. Is there significant difference in the level of academic performance of respondents when they are grouped in terms of Sex, combined Family Income and Head of Family Occupation?

Table 11 Test of Difference in the Level of Academic Performance of Respondents when they are grouped in terms of Sex

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Sum of Squares	Computed F-value	Critical F-Value	Interpretation	Decision
Between Groups	8.10	1	8.10	0.026	5.318 at 0.05 level of significance	Not significant	Accept Ho
Within Groups	2512.80	8	314.10				

Table 11 presents the test of difference on the level of academic performance of respondents when they are grouped in terms of sex using Analysis of Variance (ANOVA) or F-test. As presented in the table, the computed F-value is 0.026 which did not exceed the critical F-value of 5.318 at level of significance of 0.05.

This means that there is no significant difference in the level of academic performance of the respondents when they are grouped in terms of sex. This finding implies that the final rating obtained by male and female respondents in the previous grade level did not significantly differ. Thus the null hypothesis is accepted. The results of study is parallel of the findings (Okoh, 2010) that age and gender on academic performance of high school students and found that gender and age were not significant correlated of academic performance.

Table 12 Test of Difference in the Level of Academic Performance of Respondents when they are grouped in terms of Combine Family Income

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Sum of Squares	Computed F-Value	Critical F-Value	Interpretation	Decision
Between Groups	246.97	5	49.39	1.300	2.621 at 0.05 level of significance	Not significant	Accept Ho
Within Groups	912.00	24	38.00				

Table 12 shows the test of difference in the level of academic performance of respondents when they are grouped in terms of combined family income using Analysis of Variance (ANOVA) or F-test. As shown in the table, the computed F-Value is 1.300 which is less than the critical F-value of 2.621 at 0.05 level of significance. This means that there is no significant difference in the level of academic performance of the respondents when they are grouped in terms of combined family income. This finding indicates that the final rating obtained by the respondents of different combined family income in the previous grade level did not significantly differ. Thus the null hypothesis is accepted. The results of study is opposite of the findings of Simmons et al. (2005) concluded that family income level, attending full time, receiving grant aid and completing advanced level classes in high school having statistically significant effects on academic students' performance.

Table 13 Test of Difference in the Level of Academic Performance of Respondents when they are grouped in terms of Head of Family Occupation

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Sum of Squares	Computed F-Value	Critical F-Value	Interpretation	Decision
Between Groups	328.57	5	65.71	1.695	2.621 at 0.05 level of significance	Not Significant	Accept Ho
Within Groups	930.40	24	38.77				

Table 13 reveals the test of difference in the level of academic performance of respondents when they are grouped in terms of head of the family occupation using Analysis of Variance (ANOVA) or F-test. As revealed in the table, the computed F-value is 1.695 which is less than the critical F-value of 2.621 at 0.05 level of significance. This means that there is no significant difference in the level of academic performance of the respondents when they are grouped in terms of head of the family occupation. This finding implies that the final rating obtained by the respondents of different head of the family occupation did not significantly differ. Thus, the null hypothesis is accepted. The results of study is opposite of the findings (Memo, Muhammad, & Muhammad, 2010) stated that there was significance relationship between family occupation and students' academic performance in matriculation examination. Further, the results is also opposite the findings of In addition, (Usaini & Abubakar, 2015) stated that there is significant relationship between family occupation and academic performance. Based on the findings the null hypothesis was rejected and concluded that family occupation has a great influence on students' academic performance.

Problem 5. Is there a significant relationship between the factors affecting the academic performance and academic performance of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries?

Table 14 Test of Relationship between the Factors Affecting the Academic Performance (Home Environment) and Academic Performance

Variables	Mean	Computed r	Computed t	Critical t	Interpretation	Decision
Home Environment vs Academic Performance	4.13 2.96	-0.32	-4.52	1.96 at 0.05 level of Significance w/ df=179	Not Significant	Accept Ho

Table 14 shows the test of relationship between the students' home environment and their academic performance. The mean of home environment is 4.13 while the mean of academic performance is 2.96. The computed Pearson r value is -0.32 which

denotes negative slight correlation. When this value is subjected to correlated t-test, it yielded a computed t-value of -4.52 which is less than the critical t-value of 1.96 at 0.05 level of significance with degree of freedom of 179. This means that there is no significant relationship between the home environment and the academic performance of the respondents. It can be deduced that the hypothesis of no significant relationship is accepted. This finding implies that respondents' academic performance is not dependent on the home environment. The results of study is opposite of the findings of (Simmons, Musoba, & Choong, 2005) which indicated that home environment has a connection with academic performance.

Table 15 Test of Relationship between the Factors Affecting the Academic Performance (Study Habits) and Academic Performance

Variables	Mean	Computed r	Computed t	Critical t	Interpretation	Decision
Study Habits vs Academic Performance	4.01 2.96	-0.09	-1.21	1.96 at 0.05 level of Significance w/ df=179	Not Significant	Accept Ho

Table 15 depicts the test of relationship between the students' study habits and their academic performance. As depicted in the table, the mean of study habits is 4.01 while the mean of academic performance is 2.96. The computed Pearson r is -0.09 which denotes negative negligible correlation. When this value is subjected to correlated t-test, it resulted to a computed t-value of -1.21 which is less than the critical t-value of 1.96 at 0.05 level of significance with 179 as degree of freedom. This means that there is no significant relationship between the students' study habits and their academic performance. Thus, the hypothesis of no significant relationship is accepted. This finding implies that students' academic performance is not dependent on study habits. The results of the study is positively opposite the findings of (Siahi & Maiyo, 2015) which indicated study habits has a positive relationship between academic performance of students. The results implied that the study habits need a significant attention if we are to improve performance.

Table 16 Test of Relationship between the Factors Affecting the Academic Performance (Learning Skills) and Academic Performance

Variables	Mean	Computed r	Computed t	Critical t	Interpretation	Decision
Learning Skills vs Academic Performance	4.12 2.96	-0.16	-2.17	1.96 at 0.05 level of Significance w/ df=179	Not Significant	Accept Ho

Table 16 presents the test of relationship between the students' learning skills and academic performance. As presented in the, the mean of learning skills is 4.12 while the mean of academic performance is 2.96. The computed Pearson r is -0.16 which denotes negative negligible correlation. This means that there is no significant relationship between the learning skills and academic performance of the respondents. It can be concluded that the hypothesis of no significant relationship is accepted. This finding implies that the respondents' academic performance is not dependent on their learning skills. The results of the study is opposite the findings of (Jiraporncharoen, Angkurawaranon, Chockjamsai, Deesomchok, & Euathrongchit, 2015) which indicated learning skills and academic performance of high school students found out a positive relationship between the two.

Table 17 Test of Relationship between the Factors Affecting the Academic Performance (Academic Interaction) and Academic Performance

Variables	Mean	Computed r	Computed t	Critical t	Interpretation	Decision
Academic Interaction vs Academic Performance	3.97 2.96	-0.08	-1.07	1.96 at 0.05 level of Significance w/ df=179	Not significant	Accept Ho

Table 17 shows the test of relationship between the students' academic interaction and their academic performance. The mean of academic interaction is 3.97 while the mean of academic performance is 2.96. The computed Pearson r value is -0.08 which denotes negative negligible correlation. When this value is subjected to correlated t-test, it yielded a computed t-value of -1.07 which is less than the critical t-value of 1.96 at 0.05 level of significance with degree of freedom of 179. This means that there is no significant relationship between the academic interaction and the academic performance of the respondents. It can be deduced that the hypothesis of no significant relationship is accepted. This finding implies that respondents' academic performance is not dependent on the academic interaction. The result of the study is opposite the findings of (Den Brok, Fisher, & Scott, 2005) which indicated that academic interaction has a significant relationship with academic performance.

5. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the brief summary of the whole study. It presents the problems under investigation, the findings of each problem, the conclusions and the recommendations based on the data gathered and analyzed.

Summary

This study aimed to assess the academic performance of the Pantawid Familyang Pilipino Program (4Ps) beneficiaries of the Grade VIII Students in Dipolog City Division, South

District and to determine its relationship with academic performance.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. sex;
 - 1.2. combined monthly family income; and
 - 1.3. head of the family occupation?

2. What is the level of academic performance of the respondents in terms of final grade in the previous grade level?
3. What are the factors that affect the academic performance of the respondents in terms of:
 - 3.1. Home Environment;
 - 3.2. Study Habits;
 - 3.3. Learning Skills; and
 - 3.4. Academic Interactions?
4. Is there significant difference in the level of academic performance of respondents when they are grouped in terms of:
 - 4.1. sex;
 - 4.2. combined monthly family income; and
 - 4.3. head of the family occupation?
5. Is there a significant relationship between the factors affecting the academic performance and academic performance of Pantawid Familyang Pilipino Program (4Ps) beneficiaries?

In order to answer the abovementioned questions, the researchers employed a documentary and descriptive-correlation method of research using a questionnaire checklist. The respondents of the study were the Grade VIII students of Dipolog City Division South District particularly Punta National High School, Alberto Q. Ubay Memorial Agro-Tech Science High School (AQUMATSHS), Pamansalan Eco-Tech High School and Cogon National High School for the school year 2019-2020. There were 389 recipients of 4Ps in Grade VIII of South District however there were only 181 students selected through lottery sampling. Statistical tool that the researchers used were frequency counting, percentage, cumulative frequency percent, weighted mean, analysis of variance, t-test and pearson r.

Findings

The following findings were revealed:

1. Fifty-two point forty-nine percent (52.49%) of the respondents are male and forty-eight point fifty-one (48.51%) are female.
2. The level of academic performance of the respondents in terms of final grade in the previous grade level are satisfactory. This implies that the respondents need all factors to attain excellent level.
3. Thirty point thirty-nine percent (30.39%) of the students have the combined family income of Php1.00 - Php 1,000.00, eighteen point seventy-eight percent (18.78%) have the combined family income of Php 1,001.00 - Php 2,000.00, twenty point ninety-nine percent (20.99%) have the combined family income of Php 2,001.00 - Php 3,000.00, fourteen point thirty-six percent (14.36%) have the combined family income of Php 3,001.00 - Php 4,000.00, eight point twenty-nine percent (8.29%) have the combined family income of Php 4,001.00 - Php 5,000.00, and seven point eighteen percent (7.18%) have the combined family income of Php 5,001.00 above. Based on the result that most of the members of pantawid program has income of Php1.00 - Php 1,00.00 which is belong to the poorer family.
4. Four point forty-two percent (4.42%) head of the family occupation are house-husbands, eighteen point seventy-eight percent (18.78%) head of the family occupation are house-wives, thirty-one point forty-nine percent (31.49%) head of the family occupation are farmers, twelve point seventy-one percent (12.71%) head of the family occupation are fish/street vendors, eight point eighty-four percent (8.84%) head of the family occupation are carpenters, five point fifty-two (5.52) percent head of the family occupation are drivers and eighteen point twenty-three percent (18.23%) head of the family occupation are others. Four point forty-two percent (4.42%) of the respondents earned 90-100 grades, twenty-four point eighty-six percent (24.86%) earned 85-89 grades, thirty-three point fifteen percent (33.15%) earned 80-84 grades, thirty-seven point fifty-seven percent (37.57%) earned 75-79 grades and zero percent (0%) earned below 75 grades.
5. The respondents rated the home environment as agree with an overall mean of 4.13.
6. Based on the home environment component, the item with the highest weighted mean is "Encouragement by Family" with a mean of 4.34.
7. Based on the home environment component, the item with the lowest weighted mean is "Facilities by Family" with a mean of 3.86.
8. The respondents rated the study habits as agree with an overall mean of 4.01.
9. Item 1 "Time management for getting a good grade" obtained the highest weighted mean of 4.24.
10. Item 3 "Avoid interference in planned schedule of study" obtained the lowest weighted mean of 3.71.
11. The respondents rated the learning skills as agree with an overall mean of 4.12.
12. Item 6 "Confidence as Junior High School student" obtained the highest weighted mean of 4.44.
13. Item 3 "Influence of presentation skills on academic performance" obtained the lowest weighted mean of 3.98.
14. The respondents rated the academic interaction as agree with an overall mean of 3.97.
15. Item 1 "Influence of Interpersonal relationship on academic growth" obtained the highest weighted mean of 4.09.
16. Item 4 "Interaction with teachers outside the classroom" obtained the lowest weighted mean of 3.85.
17. In summary, the home environment factors obtained the highest mean of 4.13 which described as agree. On the other hand, academic interaction obtained the lowest mean of 3.97 and still described as agree.
18. There is no significant difference in the level of academic performance of 4Ps beneficiaries when respondents are grouped in terms of sex.
19. There is no significant difference in the level of academic performance of 4Ps beneficiaries when respondents are grouped in terms of combined family income.
20. There is no significant difference in the level of academic performance of 4Ps beneficiaries when respondents are grouped in terms of head of the family occupation.

21. There is no significant relationship between the home environment and the academic performance of the respondents.
22. There is no significant relationship between the students' study habits and the academic performance of the 4Ps beneficiaries.
23. There is no significant relationship between the learning skills and academic performance of the 4Ps beneficiaries.
24. There is no significant relationship between the academic interaction and the academic performance of the respondents.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Majority of the respondents are male;
2. Majority of the respondents are having the combined family income of Php 1.00 to Php 1, 000.00;
3. Majority of the respondents' head of the family occupation are farmers;
4. The study found out that in general respondents' level of academic performance in term of their final grades in the previous grade level is satisfactory;
5. The study found out that among the factors, home environment has the highest degree of effectiveness with an overall mean of 4.13. Students strongly agreed that support by home and encouragement by family really affects their academic performance since the parents are the first socializing agents in an individual's life;
6. It is also found that all 4 factors described in the study are deemed to have no significant effect on the academic performance of the students with an overall mean of 4.06 which interpreted as agree. This implies that all factors such as home environment, study habits, learning skill, and academic interaction have no positive effect on academic performance;
7. There is no significant difference in the level of academic performance of the respondents when they are grouped in terms of sex. Thus, null hypothesis is accepted. This finding implies that the final rating obtained by male and female respondents in the previous grade level did not significantly differ. This means that the demographic profile has no connection on academic performance;
8. There is no significant difference in the level of academic performance of the respondents when they are grouped in terms of combined family income. This finding indicates that the final rating obtained by the respondents of different combined family income in the previous grade level did not significantly differ. Thus the null hypothesis is accepted. This means that family income of the respondents is not significantly related on academic performance;
9. There is no significant difference in the level of academic performance of the respondents when they are grouped in terms of head of the family occupation. This finding implies that the final rating obtained by the respondents of different head of the family occupation did not significantly differ. Thus, the null hypothesis is accepted.

This means that family occupation is negatively related on academic performance;

10. There is no significant relationship between the home environment and the academic performance of the respondents. It can be deduced that the hypothesis of no significant relationship is accepted. This finding implies that respondents' academic performance is not dependent on the home environment. This means that home environment has no important connection with academic performance;
11. There is no significant relationship between the students' study habits and their academic performance. Thus, the hypothesis of no significant relationship is accepted. This finding implies that students' academic performance is not dependent on study habits. The results implied that the study habits need a significant attention if we are to improve performance. This means that study habits has no important connection with academic performance;
12. There is no significant relationship between the learning skills and academic performance of the respondents. It can be concluded that the hypothesis of no significant relationship is accepted. This finding implies that the respondents' academic performance is not dependent on their learning skills. This means that learning skill has no important connection with academic performance; and
13. There is no significant relationship between the academic interaction and the academic performance of the respondents. It can be deduced that the hypothesis of no significant relationship is accepted. This finding implies that respondents' academic performance is not dependent on the academic interaction. This means that academic performance can stand without academic interaction.

Recommendations

Based on the results of the research, the researchers suggested the following recommendations to the Department Social Welfare and Development, Department of Education, teachers, parents and students:

1. On satisfactory level rating of academic performance of students-respondents suggest that there is room for improvement by raising it up to excellent.
2. The results indicates that the top level management of the Department of Education should formulate policies and standards for intervention programs and strategies need to be introduced to improve and empower students through extensive intervention programs and crafting possible solutions for excellent academic performance of students-recipients.
3. The agree level results of home environment, study habits, learning skills and academic interaction of students-recipients suggest that there is still room for improvement by raising it to strongly agree.
4. The results indicate that Department of Education officials should formulate policies and standards for Intervention programs that could seek to improve it and provide technical expertise that partly linked to sound decision-making and the performance of responsibilities in a skilled way. However, home environment, study habits, learning skills, and academic interaction should

be more improved by crafting possible solutions by pushing up into a strongly effects of academic performance of students-recipients.

5. The Department of Social Welfare and Development shall not only impose strict compliance of the school attendance but also impose policy for strict monitoring of grades and academic performance of the 4P's students. Further the students will be motivated to learn and also the parents can improve the home environment, study habits, learning skills and academic interaction of the children in the classroom.
6. DSWD should monitor and supervise the students recipients like visiting and observing inside the room. Ensuring that all the assistance may provide were used in a good manner.
7. The school should also report right away to Department of Social Welfare and Development the grades and academic performance of 4P's students satisfactory and below so that they can follow up immediately the parents and the students.
8. 4Ps should introduce more parent and family growth preparation and survival services. (FDS) because they have acquired a great deal of knowledge and are improving as a teacher and helping their kids improve their success from satisfactory to excellent.
9. The government should raise the educational allowance of the 4 Ps beneficiaries to provide the supplies as it lowers compensation when it comes to educational expenses such as school participation, initiatives and others that found a lot on the students ' academic performance contributing to an outstanding production that respects abilities and appreciates their hard work. It will allow them to inspire deeply and positively towards their study and academic performance.
10. Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries must always have an interest in studying through the development of study habits at home and in school, in order to avoid low grades in class, to avoid delay in going to school, to carry out the teacher's assignment and to demonstrate proper time control in supporting their parents and in carrying out their school duties. Lastly, the teacher's contextualization and interpretation of the subjects will help students understand the learning skills easier.
11. The researchers also hope that this study should be used as a basis of policy for the improvement of grades and academic performance of 4P's students by raising it up from satisfactory to excellent. Further, the result of the study should be used as a basis of further research with a larger populations that 4P's students will be well represented.

Proposed Policy: Policies for Strengthening the Academic Performance of Pantawid Pamilyang Pilipino Program (4P's) Beneficiaries of High School Students

Academic Performance Policies

All Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School Students must maintain a grade of 90 or better general percentage average (GPA) to be considered in good academic performance and must not earn more than 85 general percentage average (GPA). An ad

hoc academic performance evaluation committee may be set up if the student's performance needs to be reviewed.

The Academic Performance Improving Protocol is as follows:

1. Any Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School Students who earn a grade failure or below 75 for a subject will be referred for consideration by the Committee;
2. Any Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School Students whose cumulative grade point average is below 80 will be referred for consideration by the Committee;
3. Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School Students with a cumulative general percentage average (GPA) below 80 in the school year before graduation will be referred for consideration by the committee.;
4. Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School Students who stay below the cumulative 80 general percentage average (GPA) for 2 consecutive school years will be subject to scrutiny by the Committee;
5. Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School Students who have 75 and general percentage average (GPA) below 80 will be subject to scrutiny by the Committee;
6. Pantawid Pamilyang Pilipino Program (4P's) beneficiaries of High School students with more than 2 missing grades in one school year may be subject to scrutiny by the committee. Students who do not respond to the request for the appropriate academic review are at risk of dismissal of the Pantawid Pamilyang Pilipino Program (4P's) beneficiary program.

The protocol for Pantawid Pamilyang Pilipino Program (4P's) beneficiaries High School students warnings are as follows:

1. Those with a cumulative general percentage average (GPA) of between 75 and 79 or fairly satisfactory will receive an academic warning;
 2. All with 75 and a cumulative general percentage average (GPA) of 79 or reasonably adequate shall obtain an academic warning;
 3. Students with a cumulative general percentage average (GPA) 76 or fairly satisfactory in the school year prior to graduation will receive an academic warning.
 4. Students who receive an academic warning will be referred to the Advisor. In this case, a formal analysis would not be required.
 5. The advisor has only to address the issues with the student and come up with an informal action plan.
 6. The principal's office will inform students by formal letter at the end of each school year if academic assessments are necessary on the basis of their general percentage average (GPA) .
- A. Pantawid Pamilyang Pilipino Program (4P's) beneficiaries High School students are then asked to contact their adviser so that a formal evaluation committee can be set up.

- B. Apart from general percentage average (GPA) -based evaluations, any faculty member can recommend a review to any student considered to be in academic difficulty who appears to have engaged in improper behavior in violation of the Pantawid Pamilyang Pilipino Program (4P's) Policy and the Student Disability Policy or the Student Rights and Responsibilities Code.
- C. Written referrals for approval shall be submitted to the DSWD office, which shall forward the submission to the Chair of the Committee. Relevant questions should be raised in the referral.

Composition of Academic Standards Review Committee shall consist of the following:

1. Three (3) members of the faculty, plus the adviser.
2. The Principal shall serve as Chair of the review committee.
3. The DSWD workers will act as vice-chairmen of the evaluation committee.
4. In situations where the principal is on leave, the Assistant Principal shall assume the responsibility of the Principal in this matter.
5. In situations where the members of the committee are specifically interested in the matter of grade, they will be excused from participating and the Chair will find an alternative for the analysis by the faculty with feedback from the student.

This committee is meant to act as a problem-solving committee and is not designed to be an opponent. The role of such a committee shall be as follows:

1. The evaluation committee established academic performance issues for 4P recipients of high school students;
2. Examine issues about student actions that are contrary to the standards for actions of the DSWD as set out in the Pantawid Pamilyang Pilipino Program (4P's) Policy;
3. Recommend to the head of DSWD a course of action that arrives from Committee deliberations with the student.
4. The Chair shall convene the Committee, if necessary, within 2 weeks of receipt of the request for examination.
5. When setting the time for a meeting, the chairperson can demonstrate to the student the existence of the relevant concerns.
6. The student and the committee should be present at the conference. The Faculty and other parties who may have relevant information to share about the particular issue may be invited by the Chair to request that information.
7. The Chair shall send a report of findings with a recommendation to the DSWD Head Office within one week of the study.
8. The head of the DSWD shall inform the student and the faculty of the referral of any subsequent decisions within one week of the recommendation of the committee.
9. The School may want to change this procedure if this is suggested by the severity of the issue (e.g. separation from the 4P scholarship program).
10. All meetings / decisions should include humanistic ideals, with the understanding that the Department of Education is committed to balancing the well-being and future of the student.

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APPENDIX "A"**QUESTIONNAIRES****PART I. DEMOGRAPHIC PROFILE****Directions:** Please check (√) and fill in the blanks some items seeking for pertinent information

Name: (Optional) _____

Sex: ___ Male ___ Female

Combined Monthly Family Income:

- | | |
|---|---|
| <input type="checkbox"/> Below Php1,000.00 | <input type="checkbox"/> Php3,001.00 to Php4,000.00 |
| <input type="checkbox"/> Php1,001.00 to Php2,000.00 | <input type="checkbox"/> Php4,001.00 to Php5,000.00 |
| <input type="checkbox"/> Php2,001.00 to Php3,000.00 | <input type="checkbox"/> Above Php5,001.00 |

Head of the Family

- ☐
- Father
- ☐
- Mother

Head of the Family Occupation

- ☐
- House-husband
-
- ☐
- House-wife
-
- ☐
- Farmer
-
- ☐
- Fish Vendor/Street Vendor
-
- ☐
- Carpenter

Others: Please specify _____

PART II FACTORS AFFECTING ACADEMIC PERFORMANCE**Directions:** Put a check (√) mark in the box that corresponds to the information asked in the following category.

- | | |
|-----------------------|---------------------|
| 5- Strongly agree | always observed |
| 4- Agree | oftentimes observed |
| 3- Agree nor Disagree | sometimes observed |
| 2- Disagree | seldom observed |
| 1- Never | not observed |

A. Home Environment	5	4	3	2	1
1. Support by Home such as mother, father, sisters and brothers tutorial.					
2. Facilities by Family such as study table and lamp					
3. Encouragement by Family such as parents motivation to attend classes at all times and achieved a high academic performance					
B. Study Habits					
1. Time management for getting a good grade					
2. Schedule Proper time for study					
3. Avoid interference in planned schedule of study					
4. Fully concentrated during study					
5. Proper revision of notes					
C. Learning Skills					
1. Critical attitude towards new concepts					
2. Presentation skills					
3. Influence of presentation skills on academic performance					
4. Reading of material on course content					
5. Express concept through Writing					
6. Confidence as Junior High School student					
D. Academic Interaction					
1. Influence of Interpersonal relationship on academic growth					
2. Effect of academic interaction with Students					
3. Opportunities to meet faculty members					
4. Interaction with teachers outside the classroom					